

**Questions and Solutions:
The Problem-Solving Process and Interventions
for a Continuum of Services**

Session 1

**April 9-10, 2013
Hilton Short Pump Hotel
Richmond, Virginia
Sponsored by the
Virginia Department of Education
Office of Student Services**

Questions and Solutions: The Problem-Solving Process and Interventions for a Continuum of Services

1_Session_1_2013_04_09.mp3

Review of Last Training
Taking the Off Ramp

8:45 am – 9:30 am

Alexandra Hart, VTSS Coach

Regina Pierce, VTSS Coach

00:00:00

Dr. Cave: Oh boy now I can hear myself, I'm like reverberating all over the room. My name is Cindi Cave, and I'm director of the offices of student services, and I have the distinct pleasure of working with all of these wonderful folks that you're gonna hear from during the next two days. We are really excited about this training, very excited. Because you know as we move forward we've talked about tiered systems of support. And tiered systems of support, the Virginia tiered systems of support encompasses all these things that we've been working on over the several years. Response to intervention, positive behavioral supports, CLC sims, as you start to look at these initiatives and these approaches to working with kids you begin to realize they're complimentary, they have the same foundational concepts.

00:01:03

Dr. Cave: They have the same goals and objectives, and within a school division you all probably realize more than anybody else that it all works together; when you're looking at data on academic performance you're also looking at data for behavior. When you're talking about how to achieve goals for your kids then you realize that you start that planning on a systems level, but ultimately it takes place within the classroom. So for these two days we've had a chance to bring all our folks together who are working on this, so that they can present to you strategies that I know that you will use going back working within your school divisions. And as we move forward in the integration of CLC sims, RtI, PBIS we're seeing what a marvelous group of resources we have to share with you. So we're really psyched about these two days, and just to give you a preview of today you all know of course Sandy Hart.

02:00

Dr. Cave: And you know Regina Pierce, they are two of our VTSS coaches, and it's our approach to do a slight review of everything we did the last training before we move forward with the new training. So they're the ones that have put together a review of the last time we were all together, and the training that took place actually right here. That's

Questions and Solutions: The Problem-Solving Process and Interventions for a Continuum of Services

first, and then we have Carolyn Lamm and we have Sophia Farmer to take you through the day on problem solving. And what's great about today is that problem solving in the context of Project Neutral, this is a new term I heard. Project Neutral, meaning that it's not associated with this project or that project, or this, or over here. If you look at problem solving, and you look at analysis of what you do to address some of your learning issues they will take you through a process for achieving that. We're really excited about that, and very glad to have them here.

03:02

Dr. Cave: Before Regina and Sandy begin Susie has some announcements, some logistics things and here she is, she can tell you what's going on with your handouts and other things.

Ms. Trulove: This won't take but a second. This is one thing you need to remember, we've given you all our handouts this morning for today and tomorrow. So hold on to them, cause we'll need them tomorrow when Diane and Kendall present, so hold on to everything. If you look at the agenda we will be taking a break in the morning, and we'll be having a buffet lunch outside at noon, and then you'll come back in here to eat your lunch. So that's how the day is gonna go, and that's all I have.

Dr. Cave: Just wanted to say a few words about Sophia and Carolyn. They are PBIS interventionist coaches; both of them have extensive experience within school divisions.

04:01

Dr. Cave: Sophia is with one of our TTACs, Carolyn is with Chesterfield County Schools, she also works with Prince William. So these folks know what they're doing. They, they have worked within school divisions. And they've worked, they are coaching other school divisions in implementation of positive behavioral supports, so we feel quite fortunate to have them with us presenting today. And we always feel fortunate to have Regina and Sandy, and they're, they're always got some kind of funny YouTube video for us. So with that I'm just gonna, who is beginning? Are you beginning? Regina is beginning, so.

Ms. Pierce: There we go, all righty.

Dr. Cave: All righty.

Ms. Pierce: Good morning, it's real exciting that, that we have so many of you all. We really appreciate the fact, we know what April is like, so we're very appreciative of the fact that so many of you came in April. All right so as Cindi said we always start with our review, and we've been working off the flowchart all these many months, and so where we were, you were here, we talked about two things. We talked about scheduling.

Questions and Solutions: The Problem-Solving Process and Interventions for a Continuum of Services

05:02

Ms. Pierce: We had Mike Rettig, and the importance of having a really good schedule in order to accommodate sort of a tiered system, and then we talked about data based decision making. And we talked about that in the framework of combining all of our initiatives together, so we're busy in schools. We do a lot of things. So day one, the big idea very simply was that we all have a lot of favorite things, we do a lot of things in schools. And it's funny because we're out in a lot of schools, and every time we walk into a building we hear something new. So every time we walk in it's like we're doing project based learning, we're becoming an IB school, we're doing this, we're doing that. So we have a lot of favorite things, but the big idea again is that you have to put all those favorite things into one system. That's your efficiency. All right that's kind of like your hook. So we're gonna do a little activity, but I need to tell you two things. So first of all raise your hand if you're read the new Daniel Pink book. Oh good, nobody has.

00:06:00

Ms. Pierce: So I was gonna say if you read it then you can't tell, all right. It's really really good, it's really good for us as educators. Now there is, I made a slight mistake on, your handout has a slight mistake and I'm taking full credit. I sent the wrong one in, so you're gonna, first thing you have to do is fix your handout, so sorry. All right, you just need to make your handout look like the slide, so just take a minute, take your pencil and fix it. Make your handout look like the slide, and then I'm gonna tell you this story.... Everybody got it? Need another minute?

00:07:00

Ms. Pierce: ...It's kind of a little test to see if you can really be awake this morning, to actually do a task. I did this on purpose. No. All righty, so here is the story. This is from the Daniel Pink book, so they did a study okay. And what they did was they took some college students, they took a college and the people in the college had to rank students. And they came into two groups, they said, who are the most likely to follow through on an important activity and get it done? And who would be the least likely people you know on campus to follow through with anything and get it done? Okay?

00:08:01

Ms. Pierce: So again the most likely, highly likely kids that if you gave them a task to do, some good job to do they would get it done, and then you know, sort of who are the slackers? Who do you know wouldn't follow through on a job? So they took those two groups and then they divided them again. So the first group the idea, what they wanted them to do was bring food to a food drive, okay so a good idea. They wanted them to bring food to the food drive, so one group they took and they put some highly likelies in it and they put some least likelies in it. And that group all they did was send them a letter, and the letter said, bring food to the food drive on this day. Okay, then they took

Questions and Solutions: The Problem-Solving Process and Interventions for a Continuum of Services

another group and they gave them a letter, and they gave them something we're calling an off ramp, or what Daniel Pink calls an off ramp. It was not just the letter, but it was some explicit instructions on how to get it done, so in the letter and off ramp group you had some highly likelies and some least likelies.

00:09:02

Ms. Pierce: And not only did they get the letter, but then they got a map of exactly where the little food drive bin was and then they got a phone call the day before to remind them to take the food. All right, so what I want you to do is to predict the percentage of responses that would have happened in each one. So if you only got a letter, but you were a highly likely you know, person to who might do that what percent of those contributed to the food drive? What percent of the least likely contributed when all they got was a letter? You know that there was good success with the highly likely to contribute, what percent of the least likely to contribute actually brought food to the food drive because they got more explicit directions on how to get it done? So take a minute and just guess. So fill in the three boxes, like what percent?

00:10:00

Ms. Pierce: ...About now? A few more minutes? A few more, 30 seconds? I think they got it, okay. Has everybody got a guess? Raise your hand if you need more time. So you kind of made a guess, all right. So let's just see how it turned out. So if you only got a letter, but you were highly likely you were somebody who really gets things done, if all you got was a letter saying it was a good idea only eight percent actually brought food to the food drive.

00:11:09

Ms. Pierce: Okay, now if you were one of the least likely people to ever get anything done, and all you got a letter, so it was a good idea. Bringing food to a food drive, zero percent brought any food to the food drive. Now for the least, so we already know though if you got the good success for those people that were highly likely, and they got the off ramp 25 percent of the slackers basically brought food to the food drive. So the result was what he said in his book was, what really moved the people wasn't just the request. But that the requesters had given them an off ramp for getting to their destination, so a specific request accompanied by a clear way to get it done ended up with the least likely group donating food at three times the rate of the most likely who hadn't been given a clear path of action.

00:12:10

Ms. Pierce: All right, and he said that the lesson was that clarity on how to think without clarity on how to act can leave people unmoved. So how does this apply to us, and how does this apply to our last training? So let's think about all the lessons and the good

Questions and Solutions: The Problem-Solving Process and Interventions for a Continuum of Services

ideas that we have. So a preventive model rather than a wait to fail model is a good idea. Giving kids tiered systems of support is a good idea. Teaching content literacy is a good idea. Having good behavior management in a school building is a good idea. So the idea is that we've got all of these good ideas that we want to enact but what we need is sort of a clear path on how to do it. Now for those of you who have been coming for a long time I'm gonna show you a slide that you've seen before. As a matter of fact I've shown it many times. You're probably thinking she is like a dog with a bone with that slide, but it's really important. Again because here it is.

00:13:06

Ms. Pierce: Our off ramp is do we have a plan? That's your guidance document that's saying this is how we do tiered, Rtl, or a tiered system of supports, or PBISV, or CLC in our building. This is how we do it, then that next part are we following the plan? You all have new tools in your toolbox that we've all worked on for the last year and a half, so those would be your benchmarks, those would be the implementation manual from Kevin, who that's in there. Those would be your blueprint, so you have those tools that sort of say are we following the plan, and then are we getting the results that we want. So it all kind of comes to that notion of you have to have an idea of how to tell people exactly this is how we're getting ready to do it. So what we went over last time in our training, Prince William shared their handbook, and this was the table of contents. It's basically saying this is the off ramp. This is how we get it done.

00:14:01

Ms. Pierce: This is what Rtl, or multi-tiered system of supports looks like in our building. Halifax stood up and Halifax showed us what their table of contents looked like, and they showed us that they were missing some pieces. And as a result of the training these were the things that they were gonna do, so all of that had to do with again this is how we're gonna do MTSS, or VTSS, or Rtl in our building.

Ms. Hart: So for day two of our training in February we heard from the nationally recognized expert on school scheduling, Mike Rettig. And Dr. Rettig presented so much information to us. He talked about elementary schedule, middle school schedule, high school schedule, and all in one day. It was pretty overwhelming, and as I drove away from that training I tried to distill out some of what I'm calling the nuggets of what he said. The big ideas that I wanted to be sure to keep and hold in my toolbox.

00:15:02

Ms. Hart: And before I share my nuggets I'd like you to go back to your same handout, and at the bottom of the page those are nuggets. And I'd like you to write down some of the ideas that you distilled from our workshop on scheduling with Dr. Rettig, and share them at your table. Because I know not everyone here was there in February, so take a few minutes to think of your nuggets and share them at your table. [Tape cuts]...

Questions and Solutions: The Problem-Solving Process and Interventions for a Continuum of Services

00:16:00

Ms. Hart: ...So what do you think? Now? Or wait?

Ms. Pierce: Give them another minute I think.... They're still, still, they're still worried about the schedule so give them a few minutes to talk.

Ms. Hart: Okay.

Ms. Pierce: Thank you....

00:17:00

Ms. Pierce: ...Okay.

Ms. Hart: Okay I hope you have some nuggets cause I'm gonna ask you to share them in a minute.

Ms. Pierce: Do we need to do the fall silent? Fall silent.

Ms. Hart: Thank you Regina. So these were some of the nuggets that stuck with me following the training. A really big one, that IE block intervention/enrichment block that you plan is about everybody. It requires planning not just for the students who need tier two and tier three interventions, but we really need to plan for those students who don't need it.

00:18:02

Ms. Hart: Those enrichment blocks, and it's gonna take some time to do that. And one idea that I really loved under that category is to use our content area teachers to plan some lessons designed to move our students from proficient to advanced-proficient in certain areas like science and social studies. Another nugget for me is that when we plan for our teachers it's important to, of course it's essential to have that common planning time per grade level or per department. But it's really helpful if you all also build into your schedule the opportunity to extend that common planning time on a regular basis. So with some of Dr. Rettig's suggestions you can extend a 45 minute planning time to an hour and a half without doing too much else to the rest of the schedule.

00:19:09

Ms. Hart: As Dr. Rettig said, involve your parents, your students, your teachers early in any scheduling change, pay now or pay later. And we saw a video of the students explaining their own new schedule at the high school. That was a pretty terrific tribute to the work they did with their students. Abandon that Monday-Friday thinking, if you plan something for every Monday and every Tuesday the Mondays are really going to get a disproportionate amount of time, so think about the cycle. And he said this many times,

Questions and Solutions: The Problem-Solving Process and Interventions for a Continuum of Services

and I think this goes back to what Regina was talking about with the guidance document, none of this is easy.

00:20:07

Ms. Hart: It takes time and it takes hard work, and when you get stuck don't forget that they have a fantastic website, Schoolschedulingassociates.com to look, to look for those templates and to look for the suggestions to do all of the scheduling work that you are still working on. Those were mine, did anybody wanna add some nuggets that they had, or examples of changes they've made since we talked about scheduling?

Ms. Pierce: Raise your hand, we're gonna walk around, somebody has got a good nugget, something that they did or something that they realized.

Ms. Hart: Yeah. Raise your hand, I see you.

00:21:00

Ms. Hart: Nuggets. Okay folks.

Ms. Pierce: You're just eager to get on to the next thing, or Sandy covered them so well. All right, so we're really excited because PBISV is gonna be presenting today, and PBISV is just real gurus in the problem solving realm. So where we're going in the next few days, problem solving, that's today. And then they, day two we're gonna talk all about interventions. We've got our CLC folks with us who are the gurus in that area, and we're gonna be talking about that same Project Neutral, or Innovation Neutral concept. But remember when we talk about intervention tomorrow it's gonna be also intervention meaning starting in tier one. So lots to look forward to. All righty.

Ms. Hart: So we're ready to turn it over. Yeah.